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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2011-2012**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Survey (What physical adaptations do you find in living things?)** | | | | | **Driving  Supporting xDiscipline-Specific** | | | | |
| **Modality**  **x**Visual  Kinaesthetic  **x**Auditive | **Style**  **x**Mastery  Understanding  Interpersonal  **x**Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  Diagnostic **Formative** Summative | | | |
| Visual-Spatial  **x**Verbal-Linguistic  Kinaesthetic  **x**Logical-Mathematical | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  **Open-ended Task**  Other | | **Tools**  Rubric  Exemplars  **Checklist**  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:** Collects, records and organizes data on a bar graph | | | | | | **Skills: Research Skills**  – Organizing data | | | | | |
| **Materials:** Maths notebook and pencil case | | | | | | **Grouping**  Individual  Pairs  Small group  **Half group**  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  **Alternative**  Parallel  Stations |
| **Date: Week 23**  **Feb 13 to the 17th** | | | **Time:** 45 min | | |
| **Description** | | | | | | | | | | | |
| **Opening:** Review with the children who needs to work more on this skill (see checklist from last class)by showing the last survey done the different elements that are written or drawn on the chart (criteria-tally marks-number) by asking the following questions: Who remembers the name of this? What is it used for? What do I put on the first (second-third column?). | | | | | | | | | | | |
| **Main Activity:** Children will go around school and ask people the question **(What physical adaptations do you find in living things?) (**and they will register the information on the tally chart made by the teacher under the question:  **(What physical adaptations do you find in living things?)**   |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  |   **Closing:** Teacher will model the bar graph with the children on a big piece of paper and will leave them a homewok assigment for reinforcement. In an Agenda, children will make their own bar graph. | | | | | | | | | | | |
| **Tier 1:** | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |